2026 ORIGINAL

Grade Pre-2 Plus

ライティングテストの出題は2題です。
忘れずに、2つの問題に解答してください。

英検準2級プラス　完全オリジナル予想問題

学校法人早稲田学園
WISH×AI 英検LAB

準2級プラス

第29回

完全オリジナル予想問題

■ 試験時間

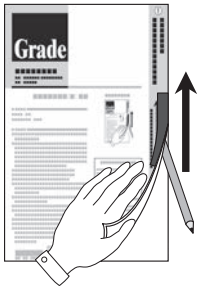
リーディング・ライティングテスト（85分）

※ リスニングテストは収録していません。

■ 注意事項

1. この問題冊子は英検準2級プラスの形式を参考にした独自の予想問題です。公式の試験冊子ではありません。
2. 試験開始まで、この問題冊子を開かないでください。
3. 解答は、HBの黒鉛筆かシャープペンシルを使用して解答用紙に記入してください。問題冊子にはメモをしてもかまいませんが、終了後に解答を書き写す時間はありません。
4. 問題内容に関する質問は受け付けません。
5. 不正行為をした場合は、答案は無効となります。
6. ほかの受験者に迷惑をかける行為を禁じます。
7. リスニングは収録していません。リーディングとライティングの問題に解答してください。
8. 携帯電話などは電源を切ってカバンにしまい、使用しないでください。
9. 電子機器（ウェアラブル端末を含む）の使用を禁じます。
10. 着信音やバイブ音など、試験を妨げる音を出さないでください。
11. 試験終了後、問題冊子は持ち帰ってください。
12. 正答・解説は別冊PDFを参照してください。
13. 本教材の無断複製・再配布・販売を禁じます。学習・授業の範囲で利用してください。

問題冊子の開け方



＊学習用です。必要に応じて記入してください。

受験番号 | | | | | | | | |　氏名 |

非公式の予想問題です
英検準2級プラスの形式を参考

問題冊子を開く前に確認

WISH×AI
英検LAB
非公式教材

Start from the next page.

リーディング・ライティングテストは

次のページから始まります。

試験時間85分。リスニングは収録していません。

1

次の(1)から(17)までの空所に入る最も適切なものを、1～4から一つ選びなさい。

(1) The new website makes it easier to (　　) tickets without going to the station.

1 repair　　2 translate
3 purchase　　4 forgive

(2) The teacher's (　　) helped the students understand how to use the new software.

1 departure　　2 temperature
3 ceremony　　4 guidance

(3) The old bridge is still in good (　　), although it was built more than fifty years ago.

1 conversation　　2 conclusion
3 competition　　4 condition

(4) Please (　　) the number of copies you need so that we do not print too many.

1 forgive　　2 celebrate
3 specify　　4 escape

(5) The event was a great (　　). More than five hundred people attended and enjoyed the activities.

1 expense　　2 success
3 absence　　4 injury

1

(6) The students were asked to (　　) their observations in a notebook after each experiment.

1 float　　2 rescue
3 record　　4 borrow

(7) The guide was very (　　) about the area and could answer almost every question.

1 jealous　　2 fragile
3 vacant　　4 knowledgeable

(8) The manager made an (　　) to the timetable so that workers had more time for lunch.

1 adjustment　　2 identity
3 ingredient　　4 occupation

(9) The hotel offers a free bus (　　) between the station and its main entrance.

1 service　　2 climate
3 opinion　　4 species

(10) The instructions were written (　　) enough for a beginner to follow without help.

1 clearly　　2 rarely
3 angrily　　4 heavily

1

(11) The teacher suggested (　　) an exhibition label together instead of working alone.

1 to prepare　　2 preparing
3 prepare　　4 will prepare

(12) The notice (　　) near the entrance to the weather station gives the opening hours.

1 posting　　2 to posting
3 posted　　4 has posted

(13) Please keep the path to the weather station free (　　) boxes so people can pass safely.

1 of　　2 at
3 into　　4 by

(14) Koki wrote down the address of the weather station (　　) they would not forget it.

1 even though　　2 so that
3 as if　　4 unless

(15) Do you know (　　) we should meet at the weather station? The invitation does not give a time.

1 which　　2 what
3 when　　4 whose

1

(16) The instructions for visiting the weather station were (　　) clear that we needed no extra help.

1 so　　2 very
3 too　　4 such

(17) If you do not know a word in the guide to the weather station, (　　) its meaning in a dictionary.

1 put off　　2 look up
3 give in　　4 break out

2

A Weather Record with Missing Days

A school club measured temperature beside its building each weekday. After a month, members drew a smooth line across their chart, including weekends when nobody had taken readings. The graph looked complete, but their teacher asked where those values had come from. The students had guessed them. They realized that the line (18). A tidy picture could hide the difference between data and assumption. The members had chosen the same time each school morning to make their observations comparable. Their ordinary attendance made the routine easy to maintain. Weekends were different, and no adult had agreed to supervise extra visits. The report needed to reflect the schedule that had actually been possible.

The club redrew the chart with gaps for missing readings. It added a note explaining when and where measurements were taken. For a comparison with public weather reports, members checked that the times and locations differed. (19), they could discuss why two sets of readings might not match exactly. A disagreement did not immediately mean that one instrument was broken.

Members decided to keep the weekday schedule because a weekend visit was impractical. They did not pretend to collect more than they could manage. Their final report explained the limits and suggested a future automatic recorder if funding became available. The project taught them that reliable reporting (20). Being honest about missing information could make a record more useful than filling every blank.

(18)

1 was required because graphs cannot contain gaps
2 proved that weekend temperatures never changed
3 gave an impression of measurements that had not been made
4 showed the exact source of every guessed number

(19)

1 By chance
2 In contrast
3 In this way
4 Until then

(20)

1 was successful only when all instruments agreed exactly
2 required collecting data at impossible times
3 meant hiding every gap in a smooth curve
4 included making the limits of evidence visible

2

The Welcome Desk at the Back

A community festival placed its information desk at the back of the main hall. Organizers wanted to keep the entrance open and avoid a crowd near the doors. Yet first-time visitors often walked past activities without knowing how to join. The desk was helpful once found, but (21). Its position reflected the organizers' knowledge rather than the newcomer's first experience. The full information desk handled bookings and detailed questions, tasks that could take several minutes for each visitor. Moving that whole operation to the entrance might indeed have caused congestion. The team needed to separate a quick welcome from the longer conversations that belonged elsewhere in the building.

Volunteers added a small welcome point near the entrance with a clear arrow to the full desk. It offered only basic directions and did not collect registrations, so people could move through quickly. A floor plan showed places to sit as well as activity rooms. (22), visitors received enough information to begin without creating the queue organizers had feared.

The team observed the arrangement during busy periods and moved one sign that was hidden by an open door. They kept the entrance route clear and asked volunteers not to gather there for conversations. The changes showed that welcoming people (23). A friendly person could be useful only if visitors could locate the help and understand its role.

(21)

1 had already solved every question at the entrance
2 was used only by the festival organizers
3 required no signs because everyone knew the building
4 was difficult for new visitors to locate

(22)

1 For instance
2 As a result
3 In the meantime
4 By contrast

(23)

1 involved the location and clarity of help as well as friendliness
2 ended as soon as a volunteer agreed to attend
3 was possible only with a full registration queue at the door
4 required every visitor to know the building beforehand

3 A

From: Fiona Bell <office@example.org>
To: Koki Sano <club@example.org>
Date: November 2
Subject: The student weather exhibition

Dear Koki,

We are happy to include your science club in the student weather exhibition on December 3. Please bring your display to the library hall between 8:30 and 9:00 a.m. Each group has one table and the wall space immediately behind it. Nothing may be attached to windows or fire doors. The public session opens at 10:00 and ends at 2:00 p.m.

Your display should explain how the measurements were made, not only show the final results. Please mark any missing readings clearly. We will provide a printed title card with your school name. If you need electricity for a device, request it by November 19. Battery-powered devices are welcome, but cables across public walking routes will not be permitted. Please label any carrying boxes with the school name and keep them under the table. The public route must stay clear throughout the exhibition. Staff will explain where larger empty packaging can be placed during the session.

At least one student and one teacher should remain beside the display throughout the public session. Teams may take turns, so please arrange a simple rota. Displays must be removed between 2:00 and 3:00 p.m. The hall is booked for another event afterward, and we cannot store materials overnight. Please send your display title by November 19.

Best wishes,
Fiona Bell

(24) What should the display include?

1 Readings invented to fill every missing day.
2 An explanation of how measurements were made.
3 Only a large final graph without any method.
4 Materials attached across all the fire doors.

(25) What must be requested by November 19?

1 A teacher to supervise every school's table.
2 An extra public session after 3:00.
3 Electricity for a device, if needed.
4 Permission to leave materials overnight.

(26) Why must displays be removed by 3:00 p.m.?

1 The public exhibition starts at 3:00.
2 Another event will use the hall afterward.
3 Student teams are not allowed to take turns.
4 The library will provide free overnight storage.

3 B

The Street Name beneath the New Sign

A history group in the fictional town of Millhaven investigated why several streets had unusual names. A new digital map made the roads easy to locate but offered little explanation of the names. Group members interviewed residents and searched old documents. They soon discovered that a familiar story about one street was repeated widely even though nobody could identify its original source.

Rather than print the story as fact, the group compared maps, local newspapers, and business records. An old map showed an earlier form of the name, which suggested a different explanation. The evidence was not complete enough to settle every detail. Members decided to describe the strongest account and explain what remained uncertain. They also recorded the popular story as a tradition people told, making clear that this was different from proving the event it described.

The group worked with the town to produce small information panels near selected street signs. The panels had to be readable without blocking the pavement or covering practical directions. Longer accounts were available in the library and on a simple website. Residents without smartphones could therefore read more, while passersby could learn a little without stopping for a long time. Each account included a date so readers knew when it had last been reviewed. Members kept notes about the sources used for each panel, including documents that disagreed. This allowed later researchers to understand the reasoning instead of beginning again from an unsupported sentence. The public version stayed short, while the research record preserved the detail behind it.

The project did not replace the ordinary purpose of street signs. People still needed to find addresses quickly. Instead, it added a layer of history and encouraged further questions. One resident later brought a family document that changed part of an account, and the group revised it. Members learned that public history could remain open to new evidence. A clear explanation did not require pretending that research was finished forever.

3 B

(27) What problem did the group find with a familiar story?

1 No resident had ever heard of it.

2 Its original source could not be identified.

3 It had already been fully proved by every record.

4 It concerned a street absent from all maps.

(28) How did the group treat the popular story?

1 It recorded it as a tradition without presenting it as proven fact.

2 It printed it as the only possible explanation.

3 It accepted it immediately because it was familiar.

4 It removed every mention of residents' memories.

(29) Why were longer accounts placed in the library as well as online?

1 People without smartphones could still access details.

2 The website contained no information at all.

3 The panels were intended to block all directions.

4 Residents were required to use both formats simultaneously.

(30) What happened when a resident supplied a family document?

1 All street signs were removed permanently.

2 Every earlier source was automatically declared false.

3 The group refused to look at any new evidence.

4 The group revised part of an account.

(31) What does the project suggest about public history?

1 Research must be complete forever before any public display.

2 History should replace practical information on every road sign.

3 Popular stories never need their sources checked.

4 Explanations can be clear while remaining open to revision.

This is the end of the Reading Test. Continue to the Writing Test.

4

English Summary

以下の英文を読んで、その内容を25～35語の英語で要約しなさい。

自分の意見を加えず、本文の内容をまとめてください。解答は別の解答用紙に記入してください。

Some towns organize walking groups for residents who want gentle exercise and company. The groups follow planned routes with volunteer leaders and usually include short rest stops.

Regular meetings can encourage people to walk more often. Walking with others may also provide a chance to meet neighbors and feel more confident about exploring nearby places.

However, a single pace or route will not suit everyone. Leaders need clear descriptions, suitable alternatives, and realistic safety arrangements so that newcomers can judge whether a walk meets their needs.

ライティングは2題あります。次の英作文にも必ず解答してください。

5

English Composition

外国人の知り合いから次のQUESTIONをされました。

あなたの意見と、その理由を2つ、50～60語を目安に英語で書きなさい。

解答は別の解答用紙に記入してください。

QUESTION

Do you think towns should organize more group activities for gentle exercise?

英文要約と英作文の両方に、85分の試験時間内で解答してください。